

Inspection of Well Green Primary School

Briony Avenue, Hale, Altrincham, Cheshire WA15 8QA

Inspection dates: 3 and 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils know that leaders and all staff have high expectations of them. Pupils are highly motivated to meet these expectations. Their behaviour is impeccable. They listen attentively to instructions and focus on the task in hand. Pupils would not contemplate disrupting anybody else's learning. They are too busy learning together and supporting each other.

Pupils said that they feel happy and safe in school. Their parents and carers strongly agree with them. Pupils recognise that they sometimes fall out with their friends but that adults quickly help them to resolve any issues. This includes dealing effectively with any rare incidents of bullying.

Pupils are thoughtful, considerate and highly articulate. They achieve exceptionally well in reading and mathematics. Pupils care deeply about each other and about others in their local community. For example, they gave generously to support the local food bank during their recent harvest festival celebrations.

Pupils, including those with special educational needs and/or disabilities (SEND), benefit from carefully planned trips, visits and after-school activities. They relish carrying out extra responsibilities. Pupils who are prefects and computing ambassadors value their roles. They know that they are helping other pupils to keep safe.

What does the school do well and what does it need to do better?

Leaders have designed a curriculum that matches the ambition of the national curriculum. They have ensured that the needs of all pupils, including those with SEND, are fully met. In some subjects, leaders have identified the key knowledge that pupils should learn. They ensure that teachers carefully introduce and frequently revisit this knowledge. These leaders also ensure that teachers carry out regular checks on what pupils know and remember of their prior learning.

Leaders' plans are not as precise in other subjects. They do not identify the exact knowledge that pupils need to know, remember and build on in order to be successful in their future learning. In some subjects, leaders do not provide guidance to teachers to enable them to build on children's learning from the early years. Teachers' checks on pupils' understanding sometimes lack a clear focus.

Leaders are determined that all pupils learn to read well. Children in the Nursery Year are taught by adults who skilfully model language using ambitious vocabulary. These children develop strong language skills. They express themselves confidently. They are well prepared to learn to read in the Reception Year.

Leaders have recently introduced a new phonics programme. They have ensured that staff know how to deliver it. Teachers have identified the gaps in pupils' phonics

knowledge resulting from disruption in their learning caused by the COVID-19 pandemic. Leaders have carefully adjusted the phonics programme to address these gaps. Pupils practise their reading using books that match the sounds that they know. This helps them to develop into fluent readers.

Teachers enjoy sharing books with pupils. Staff immerse children in the early years in a world of stories. Children enjoy acting out roles from these stories in their imaginative play. Older pupils talked enthusiastically and knowledgeably about reading. They read widely. They said that reading gives them pleasure and deepens their understanding of other subjects. Pupils leave the school as accurate and fluent readers. They are well prepared for the challenges of the key stage 3 curriculum.

Leaders provide expert guidance to help staff identify and meet the needs of pupils with SEND. Staff carefully select resources, including specialised equipment, to support those pupils with complex needs. This enables all pupils with SEND to learn with increasing independence. Pupils with SEND typically achieve as well as others in the school.

Leaders also prioritise pupils' wider development. Pupils are highly respectful of each other and of adults. They embrace the diverse nature of their school community. Pupils feel confident to share their beliefs and opinions with others. They know that they will be listened to. Pupils understand what it means to have healthy relationships. They talk sensitively about different types of family. Pupils said that it does not matter what the family is like but that 'it is love that matters'. Pupils are extremely well prepared to make a positive contribution to British society.

Staff are proud to work at the school and morale is high. They appreciate that leaders do all they can to make their workloads manageable.

Governors bring a rich array of experience and skills to their roles. They are kept well informed by the headteacher and know the school well. Governors provide effective challenge and support to leaders. They share a common desire to secure the best possible outcomes for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their school community exceptionally well. All staff understand that 'it could happen here'. Staff are trained to spot the signs that a pupil may be at risk of harm. Leaders are persistent in following up any concerns raised. They challenge other professionals in the interests of pupils' safety and well-being.

Leaders have carefully designed the curriculum to teach pupils about safety, including personal safety. Pupils feel confident to share any concerns that they may have with their teachers and other school staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not precisely identified the essential knowledge that pupils need to know and remember in some subjects. Consequently, teachers are not clear about exactly which knowledge pupils need to embed and use fluently in these subjects. Leaders need to ensure that all curriculum plans help pupils to build up key knowledge from the early years upwards. This will help to ensure that pupils build on what they know and can do in all subjects as they move through the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106293
Local authority	Trafford
Inspection number	10199389
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair of governing body	Patrick Myers
Headteacher	Kathryn Markham
Website	www.wellgreenprimary.co.uk
Date of previous inspection	14 and 15 March 2007, under section 5 of the Education Act 2005.

Information about this school

- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held discussions with the headteacher, other leaders, subject leaders and members of staff. An inspector spoke to representatives of the governing body, including the chair of the governors, and met with a representative of the local authority.
- Inspectors considered the views of parents and carers shared through Ofsted Parent View, the online questionnaire. Inspectors also considered the views of staff and pupils shared through the staff and pupil questionnaires.

- Inspectors observed pupils' behaviour around school, in lessons and at lunchtime. They spoke with groups of pupils about their experiences at school.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders and staff. Inspectors also spoke to pupils about safeguarding.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector observed children and pupils reading to a trusted adult.
- Inspectors also looked at a number of other subjects on the school's curriculum. They looked at plans and talked to subject leaders and pupils.

Inspection team

Jackie Stillings, lead inspector

Her Majesty's Inspector

Jean Tarry

Ofsted Inspector

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